

Summary of the Unit

During student teaching I will teach Beginning Photography to ninth through twelfth graders at Ballard High School. This unit will be taught the first six weeks of the semester. The central theme of this unit is creating an effective photograph. I will discuss vocabulary that is necessary for students to learn in order to use their cameras (e.g. f-stop, shutter speed). Without this information the students will not be able to take a photograph with correct exposure. Absence of a correctly exposed negative will lead to difficulty in making a print. An appropriately exposed photograph is made carefully and has distinct black and white components. A correctly printed photograph is an indicator of a properly exposed negative.

During the unit we will discuss how to write an effective critique. We will critique the work of other artists as well as ourselves. The criteria for critique are composition, background, craftsmanship, and opinion. This is important for the students to learn so that they will be able to judge other artists and their own work in a meaningful way. By critiquing photographs the students will better understand how to improve upon their own photographs.

Purpose of Assessment:

One of the purposes of this assessment is to find out what the students already know about photography. Some of the students may have their own camera or have practiced photography before without a class based setting. Giving this assessment

before I give instruction is important for me because I will be able to modify my instruction based on this information (Stiggins, 31). I may have to spend more time on some sections and less time on other sections. This pre-instruction assessment will also give the students an inkling of what they will learn for the quarter.

This assessment will also give the students an opportunity to prove their own learning to themselves. After I have taught for six weeks I will give the students the post-instruction assessment instrument. This assessment is not only for me to be able to see whether or not I have successfully accomplished my goals, but also for the students to think about their own academic progress (Stiggins, 35). I also need to assess whether or not I have had a “positive impact on student learning” in order to be certified. If students are more successful on the post-instruction assessment I will be able to prove this impact. I hope that the students are able to build their self-efficacy with help from this process. I will try to uphold assessment FOR learning to the best of my ability.

Unit Level Learning Targets:

LT-1 Introduced Skill: Students will be able to properly use their camera (control aperture, shutter speed, focus, ISO, and load/rewind film).

EALR 1. The student understands and applies arts knowledge and skills.

1.2. Develop arts skills and techniques.

LT-2 Introduced Skill: Students will be able to critique a photograph based on set criteria (composition, background, craftsmanship, and opinion).

EALR 2. The student demonstrates thinking skills using artistic processes.

2.3 Apply a responding process to an arts presentation.

- *Engage actively and purposefully.*
- *Describe what is seen and/or heard.*
- *Analyze how the elements are arranged and organized.*
- *Interpret based on descriptive properties.*
- *Evaluate using supportive evidence and criteria.*

LT-3 Introduced Skill: Students will be able to print photographs successfully (description of what “successful” looks like is provided in the attached rubric).

EALR 1. The student understands and applies arts knowledge and skills.

1.2. Develop arts skills and techniques.

Pre-Post Instruction Instrument:

The pre- and post-instruction assessment is attached.

I have picked all skill targets for this assessment, because these skills are the most important outcome of this unit. The students will need to build these skills in photography in order to create effective images. I will, however, be discussing facts (history, chemicals, film/camera/print vocabulary), concepts (exposure, genre, composition), and dispositions (excitement, appreciation).

LT-1: I will be using the selected response method for a portion of this assessment.

Even though my unit level learning targets are skills based this assessment portion fits because I would like to assess knowledge mastery before I assess the skill (Stiggins, 87).

In order for a student to be able to show me that s/he is able to control the essential components of his/her camera s/he must know the names of the parts that are being controlled. After this section of the assessment the students will show me how these

components are controlled. The selected response portion serves as an antecedent to the performance assessment.

The performance assessment is a natural fit for this skill based learning target. I will ask the student questions (attached in assessment page) and watch each student use his/her camera. If a student is able to show me how these components are controlled then the student is able to effectively use his/her camera if the student applies these skills (Stiggins, 87). I will assess the students' performance based on the number of camera parts the student is able to identify, define, and control. I will be able to clearly see the change between before and after instruction. Before instruction most students will not be able to tell me the names of the camera parts nor be able to control them. This portion of the assessment will definitely inform me on whether or not I need to modify my instruction.

LT-2: Writing a critique is a skill that we will work on throughout the quarter. It is comprised of four main segments: composition, background, craftsmanship, and opinion. Students will need to write detailed explanations and use information in the photograph to effectively write a critique. There is no right or wrong answer as long as the student addresses the questions and provides detail from the image or relates the image to something in his/her personal life. Performance assessment is appropriate for this skill target because I am asking students to demonstrate this skill by writing the critique (Stiggins, 86).

During the post-instruction assessment the students will use their own photograph. The students will not have created any photographs before instruction, so I will show a slide of an artist's work for the students to critique. The students' critique

skills should change dramatically between pre- and post-instruction, which allow me to clearly infer positive change from instruction.

LT-3: To assess this learning target the students will be printing a photograph. The students will use their knowledge in photographic chemicals, the enlarger/timer, exposure, focus, dodging and burning, and filters to create this photograph. This performance assessment is an effective way to assess this skill, because the students will print a photograph that I will be able to evaluate and determine students' performance based on quality that is identified in the rubric (Stiggins, 161). During the pre-instruction assessment the students will not have a photograph to paste in this section. They have neither learned how to print a photograph nor have any negatives to print from. It would also be a safety issue for me to ask the students to print a photograph with no instruction, because of the chemicals used in photography. Instead, I will ask them what they already know about printing a photograph. This will help inform my instruction for individual students. The students that have printed before may be able to help their fellow students. I will also ask what the students are excited about printing so that all students are able to write something down in this portion of the assessment. I will not be assessing this pre-instruction assessment harshly. My expectation is simply for the student to respond. I have incorporated this response in the rubric under level one. Since no print is being made I do not think it is appropriate to award any higher level. I will be able to clearly assess this learning target due to the dramatic difference between the students' skills pre- and post-instruction.

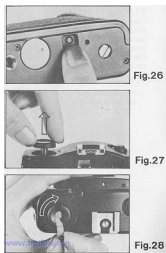
Possible Bias or Distortion

Bias or distortion in this assessment may lead to mismeasurement of student success or failure. One way that this is possible is while I am evaluating the photographs that the students will print. I will need to make sure that I assess these photographs under the same light that the student used to evaluate the photo. In other words, I will need to look at the students' photos under the light in the classroom, rather than outside light. Photographers tend to have a very critical eye and tweak exposure just a tiny bit that may seem like nothing to observers. I will need to be careful that my critical nature does not get the best of me and in turn does a disservice to my students.

I may also have difficulty reading the critique that the students write. Some of the students have penmanship that I consider difficult to read. If I am unable to read a student's handwriting I will not be able to assess the student's understanding effectively. Instead, I may have to ask the student(s) to read me the critique so I can understand it.

Lastly, I am concerned about the amount of time this assessment will take. All of the items I am asking the students to create or show me are very time consuming. I will need to organize this assessment so half the class is working on the print and critique portion of the quiz while the other half of the class is working on the camera portion. This will help tremendously. I am struggling with the decision to ask the class to have already printed a photograph for this assessment. This will aid in time management, but some students may ask other classmates to print the photograph for them. On the other hand, if I ask the students to print the photo during test time the students will only have enough time to print his/her own photo. This will help lessen the chance of cheating while I am assessing the camera portion with the other students.

Match the names to the corresponding camera part:



a. Focusing Ring

b. Shutter Speed

c. ISO

d. F-stop/Aperture

e. Film Loading

f. Rule of Thirds

Raise your hand when you are finished.

Where is the focusing ring? What does it do?

Where is the aperture ring? How does it work?

How do you adjust the ISO dial? Why is this important?

Shutter speed dial? What does this part do?

Focus on the clock.

What F-stop and shutter speed would you use for this image?

Load the film into your camera.

Change the ISO dial to 200.

Pick your favorite image that you have taken. Use the negative to print the photograph to the best of your ability. Remember, you may need to dodge, burn, or use a filter. Pick a photograph that is meaningful to you and that is well composed.

Place your favorite photo here:

What f-stop did you use?

Time?

Filter number?

Did you dodge or burn? If yes, where?

[Pre-instruction]

Please write a paragraph about what you already know about printing in photography.

What are you excited to take pictures of?

Critique your photo using the following criteria: composition, background, craftsmanship, and opinion. You may use the back of this page if necessary.

[pre-instruction]

Critique the photo on the board using the following criteria: composition, background, craftsmanship, and opinion. You may use the back of this page if necessary.